DOCUMENT RESUME

ED 195 103 EC 131 301

AUTHOR	Hamburg, Sally: And Others
TITLE	Parent Information Center. Final Report.
INSTITUTION	Parent Information Center, South Bend, Ind.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	80
CONTRACT	310-1-76-BH-03
NOTE	54p.: The document is not available in hard copy due to the marginal legibility of the original.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Community Information Services: Community Resources: *Disabilities: *Parent Associations: *Parent Education: *Parent Role: Program Development: Referral
IDENTIFIERS	Parent Information Center IN

ABSTRACT

The report documents the achievements of the Parent Information Center, an information and referral service for parents of handicapped children. Documented are the center's relationships with community agencies, presentations, participation in parent advisory boards at the local level, interagency cooperation, consumer outreach, staff training, and its volunteer components. Activities are listed for November 1, 1978 to October 31, 1979. Appended is a parent training manual prepared by the center and focuses on such aspects as evaluation, the case conference, the individualized education program, and procedures centering on disagreement with a student's placement. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195103

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

CONTRACT #310-I-76-BH-05

(PARENT INFORMATION CENTER)

Submitted by: Sally Hamburg
Task Force on Education
for the Handicapped

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sally Hamburg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 131301

TABLE OF CONTENTS

	Page
INTRODUCTION	1
COMMUNITY AND AGENCY RELATIONS	2
PRESENTATIONS	3
PARTICIPATION IN PARENT ADVISORY BOARDS AT THE LOCAL LEVEL	3
ASSISTANCE TO PARENT GROUPS	4
INTERAGENCY COOPERATION	4
CONSUMER OUTREACH	5
PARENT ASSISTANCE	5
STAFF TRAINING	6
PARTICIPATION OF NATIONAL SIGNIFICANCE	6
VOLUNTEERS	7
SUBCONTRACT	7
Project Report	
YEAR END FINANCIAL STATEMENT	
APPENDIX	
CALL SUMMARY AND SUMMARY OF INFORMATION SENT	
TRAINING MANUAL	
SOUTH BEND TRIBUNE ARTICLE	
LETTERS OF SUPPORT	
Prof. R. Leavy, St. Mary's College	
Cheryl Moeller, Council for the Retarded of St. Joseph County	
Diane Goyer, Woodlawn Center	
Lorraine Kesler	
CONFERENCE PROGRAM	

INTRODUCTION

The Task Force on Education for the Handicapped, established in St. Joseph County in Indiana in 1973, is a volunteer coalition of parents and professionals (across disability areas) concerned with quality education for the handicapped. In 1976, the Bureau of Education for the Handicapped awarded a contract to the Task Force to become an information and referral center for parents of handicapped children. The Parent Information Center (PIC), staffed mostly by parents, provides personalized walk-in and telephone service providing information on services available and helping parents to achieve quality education for their handicapped children. Our credibility locally and statewide can be shown by the number of calls received (documented later in this report) and the number of agencies with whom we maintain on-going contact and cooperation (also documented in this report.)

The PIC is proud of its accomplishments in proving to be a valuable resource to parents and professionals in St. Joseph County and in other areas of Indiana. We can boast of competent and dedicated staff members who work many hours beyond those expected of them in order to provide assistance to parents.

Our emphasis this year has been on our training program. Since most of the requests for information received by the PIC office during our first two years related to special education issues, the need for familiarizing parents with their rights under federal and state laws became apparent. After initiating our regularly scheduled training sessions at the PIC office, parent groups and agencies began requesting our services and we were able to provide this training outside of our office also. (This is detailed later in this report.) A major outcome of familiarizing parents with their rights and increasing their level of comfort in participating as equal members of a team making important decisions about special education programming for their children is that more quality services come to handicapped children because of the level of informed parental participation.

The PIC office began an agreement during the 1978-79 school year with St. Mary's College to have a senior psychology major do a practicum assignment in our office for eight hours per week during the academic year. This has proved to be a mutually beneficial arrangement as both students who have worked with us have participated in our training program and have contributed to the general work of the PIC office under the supervision of PIC staff. (See letter from Professor Richard Leavy in Appendix.)

Bernadette Merluzzi, former director of the PIC, resigned in August of 1979 and Sally Hamburg, a former PIC staff member was appointed director.

COMMUNITY AND AGENCY RELATIONS

Various staff members and/or volunteers from the PIC regularly participated in meetings and activities of the following agencies, boards, or parent groups:

Indiana Protection and Advocacy Service Commission for the Developmentally Disabled (Indianapolis)

Board of Directors of the Indiana Association for Retarded Citizens (IARC)

Education Committee of IARC

Protective Services Board of CFR

Board of Directors of the Council for the Retarded of St. Joseph County (CFR)

Developmental Services Committee of CFR

Education Committee of CFR

Residential Services Committee of CFR

Marshall-Starke Association for Retarded Citizens

South Bend Chapter of Association for Children with Learning Disabilities (ACLD)

South Bend ACLD Board of Directors

Indiana ACLD Board of Directors

O'Brien and Logan School PTO (schools with programs for moderately and severely/profoundly mentally handicapped)

J.E.S.S.E. parent group (parents of children attending special education programs in this special education cooperative)

E.A.C.H. (Elkhart Advocates for Citizens with Handicaps)

S.O.U.N.D. (Socuety for Understanding Deafness)

Northern Indiana Health Systems Agency

Indiana Spina Bifida Association

CAVO (Community Association of Volunteer Coordinators)

Easter Seal Board (St. Joseph County)

Crippled Children's Parent Group (parents of children receiving state funds for medical services)

Foster Parents of St. Joseph County

Parents of Hyperactive Children

Developmental Disabilities Advisory Board

"Year of the Child" Committee

South Bend Community School Corporation (SBCSC) Board of School Trustees

Working Committee for Special Education of the SBCSC (a local advisory board)

Community Agency Breakfasts (early morning meetings attended by directors of social service agencies where exchange of information takes place)

PRESENTATIONS

Staff members gave many presentations on parenting a handicapped child and the need for quality special education throughout the year, including some of the following:

A class of seniors at Penn High School

A psychology class at Notre Dame

A class at Indiana University/South Bend (special education) on vocational education

The South Bend chapter of the Council for Exceptional Children (CEC) on "P.L. 94-142 and Parent Involvement in the Public School Process"

The Crippled Children's parent group--on PIC;s programs and services

International Year of the Child luncheon

Indiana Association for Elementary School Principals Annual Professional meeting in Indianapolis on "Home-School Relations"

The CEC chapter in Valparaiso, Indiana. (Participating in the presentation was a handicapped middle school student mainstreamed into most classes)

The entire staff participated in conducting one "program track" (chaired by a PIC staff member) at the Indiana Association for Retarded Citizens Annual Conference--"Who Makes the Difference: Home/School Community?"

PARTICIPATION IN PARENT ADVISORY BOARDS AT THE LOCAL LEVEL

PIC staff members participated in the Working Committee for Special Education of the South Bend Community School Corporation, attending regularly scheduled meetings and working on various subcommittees relating to specific issues--eg., least restrictive environment/in-service training, vocational education. One staff member chaired the least restrictive environment/in-service training subcommittee which organized and made presentations to staffs of regular elementary schools housing special education programs. The Special Education director met with the director of the PIC to discuss methods of strengthening the existing group for the 1979-80 school year.

The Director of Special Education of the J.E.S.S.E. Cooperative (special education programming for ten school districts) requested the assistance of our office in establishing a parent advisory board.

ASSISTANCE TO PARENT GROUPS

In addition to attending regularly scheduled meetings of parent groups specific to disability areas (noted in COMMUNITY AND AGENCY RELATIONS), the PIC staff assisted in the formation of new parent groups and in the reestablishing of goals for existing parent groups:

Parent group in the J.E.S.S.E. school corporation

Northern Indiana State Hospital and Developmental Disabilities Center parent group

Parents of school aged handicapped children in Mishawaka

E.A.C.H. (Elkhart Advocates for Citizens with Handicaps). The PIC continues to act as a resource to this group and offered materials and training for them to conduct parent training workshops.

Parent group for hyperactive children in the South Bend/Mishawaka area

Parents of school aged handicapped children in Hammond, Indiana

Parents of pre-school handicapped children in Anderson, Indiana

Parents of school aged handicapped children in Anderson, Indiana

Parents of school aged children in Muncie, Indiana

The ARC of Starke/Marshall Counties

INTERAGENCY COOPERATION

In addition to attending regularly scheduled agency meetings (noted in COMMUNITY AND AGENCY RELATIONS), PIC staff was directly involved in specific projects assisting various agencies; for example:

Parent-to-Parent program (parents helping other parents), initiated by a PIC staff member for the Council for the Retarded of St. Joseph County.

Ad hoc task force established by CFR to study the relocation of two self-contained special education programs for the mentally retarded in the South Bend area.

St. Joseph County DPW to assist them in the foster parent program. PIC staff assisted them in bringing their foster parent lists up to date. Our staff assists DPW case workers by supplying them with information on educational rights.

Federated Junior Women"s Club of South Bend, a service organization that has purchased "Kids on the Block", a set of handicapped puppets, with the purpose of preparing elementary school children for the acceptance of handicapped children in their schools. The PIC staff has acted as a resource to this group and acts in an advisory capacity to them.

Legal Services Organization and the Crippled Children's Parent Group on a brochure describing Crippled Children's services.

Catholic Charities on an "awareness" program.

Indiana CEC to assist them in preparing a survey that was mailed to various parent groups and individuals in Indiana. (PIC helped compile the results of the survey.)

The Council for the Retarded of St. Joseph County routinely sends all new social service staff members to the PIC office as a part of their orientation.

Staff members have been working with Indiana's Protection and Advocacy Commission on coordination of parent training workshops.

CONSUMER OUTREACH

Our office produced four newsletters during this fiscal year. They were sent to a mailing list of over 1600 persons.

Mailings were sent to parent groups and individuals throughout the state to advise them of hearings on the Annual Program Plan and the need for parent input.

Parents were also notified of the availability of LEA applications and the need for parent input.

Mailings were sent from the PIC office to advise parents of state policies relating to education of the handicapped.

PIC staff and Task Force volunteers coordinated a conference "PLUG INTO THE MAINSTREAM" attended by 125 persons in April of 1979. (See conference program in the Appendix.)

The education reporter from the South Bend TRIBUNE conducted an interview with staff at the PIC office to discuss our programs. An article subsequently appeared. (See Appendix)

PARENT ASSISTANCE

The PIC staff regularly assisted parents on issues relating to their children's special education programs. This assistance ranged from providing information to actually assisting parents in preparation for case conferences and IEP planning. Staff members and volunteers attended case conferences with many parents. (As an indication of the PIC's level of support to parents, see letter from L. Kesler in Appendix.)

Parents and professionals continued to call, write, or come into the PIC office for general information on handicapping conditions, services, and education-related problems. (See Call Summary and Summary of Information Sent in Appendix.)

PIC staff and volunteers continued to update our resource file.

PIC staff assisted parents in utilizing the new complaint procedure under Indiana's Rule S-I.

The PIC director assisted parents in preparation for a Rule S-I hearing. Meetings between the parents, PIC director and the hearing officer were held at the PIC office. The hearing officer ruled in favor of the parents, the school district appealed the decision and the PIC director, with the assistance of an attorney, prepared a written response to the appeal. The commission ultimately ruled in favor of the parents.

Two training sessions per month were conducted at the PIC office to acquaint parents with their rights under PL 94-142, Section 504 and Indiana's Rule S-I. Both parents and professionals attended these training sessions. A manual was prepared for parents in conjunction with this training. (See Appendix)

PIC staff began receiving requests for training sessions in other areas of Indiana and conducted them in Logansport, Anderson, Auburn, Bluffton and Hammond. In addition, a series of training sessions was conducted for parents whose children would be entering the public schools from the pre-school program operated by the S. Joseph County Council for the Retarded. (See letters from CFR and Woodlawn Center in Appendix.)

STAFF TRAINING

Weekly staffings were conducted to assign and update projects and to coordinate staff activities.

PIC staff visited other PIC offices to discuss office procedures and training programs and to share information. (Most of these visits were in conjunction with meetings, workshops or conferences being held in these regions.)

Staff members attended a meeting in Indianapolis sponsored by the Department of Public Instruction (Division of Special Education) and COVOH (Council of Volunteers and Organizations for the Handicapped) for the purpose of reviewing a special education handbook prepared cooperatively by DPI and COVOH and meeting DPI staff persons. The PIC was asked to provide materials for this meeting.

PARTICIPATION OF NATIONAL SIGNIFICANCE

The Director attended meetings of the Closer Look Advisory Group in Puerto Rico.

The Director attended meetings with other PIC directors to discuss coordination of PIC activities.

BEH sponsored workshops in Washington D.C. and Chicago were attended by staff members to discuss implementation of PL 94-142.

Testimony was prepared for the oversight hearings on PL 94-142 of the House Sub-committee on Select Education.

VOLUNTEERS

Volunteer hours November 1, 1978 - October 31, 1979: 4,176.75

SUBCONTRACT

The PIC funded the Parent Information and Resource Center (PIRC) in Indianapolis, subcontracted through Indiana University/Purdue University, Indianapolis. Copies of their project reports and financial reports follow.

PIRC

REPORT: FIRST TWO QUARTERS

November 1, 1978 - April 30, 1979

PIRC Activities

1. Information and referral services for parents and professionals concerned with individuals with handicapping conditions - 8:30 AM to 4:30 PM weekdays. Trends noticed are:
   a. more requests for vocational education and employment information
   b. more requests for academic programs for handicapped on TMR/EMR borderline
   c. more requests and insistance on child being mainstreamed or placed in less restrictive environment

2. Library materials expanded and cataloging kept up-to-date.

3. Clipping files expanded.

4. Monthly meetings for parents of individuals with special needs.

5. Hosted a Tri-County Mental Health Association organizational meeting January 18 for Washington and Pike Townships in Marion County as part of on-going planning for a comprehensive mental health center for the area (including Hamilton and Boone Counties).

6. Attended four Tri-County Mental Health Association planning meetings.

7. Staff member attended four meetings of Childhood Mental Health Committee of Marion County Mental Health Association.

8. Set up and hosted four meetings of parents of special education students in Indianapolis Public Schools.

9. Set up and conducted parent tours of two special education facilities (Cold Spring School and West Central Joint Services) and one factory with 15% of the work force handicapped (Breiner Corporation).

10. Served on panel for artists sponsored by the Metropolitan Arts Council on March 12. Topic was art and the handicapped.

11. Cooperated in bringing art exhibit from Jewish Vocational Center (sheltered workshop) in Milwaukee to Indianapolis Jewish Community Center the month of April. All work done by adults in sheltered workshop.

12. Helped coordinate and host six-week visual art classes for 20 youths with handicaps, sponsored by the Council on the Arts and the Handicapped (CAH).

13. Helped coordinate and host six meetings of the CAH.

14. Staff member (parent) at PIRC initiated meetings with United Cerebral Palsy of Indiana and attended three meetings to study and develop plans for training and employment of physically handicapped youth and adults.

15. Attended one Citizens Handbook Training Session sponsored by Council on Volunteers and Organizations for the Handicapped (COVOH).

16. Worked with Indiana Vocational Technical College (IVTC) at Indianapolis on MRAP program for vocational training and employment of youth with mental retardation.

17. Staff member attended Juvenile Justice Task Force meeting on "Scared Straight" approach to delinquency prevention.

18. Attended and exhibited at conference of Indiana Federation, Council for Exceptional Children in February.

19. Assisted parent group in seeking funding for parent conference.

PIRC

REPORT: SECOND HALF OF THE YEAR

May 1, 1979 - October 31, 1979

PIRC Activities

1. Information and referral services for parents and professionals concerned with individuals with handicapping conditions - 8:30 AM to 4:30 PM weekdays. In addition to trends noted in the previous report, more calls concern the mentally ill and there are more requests for information and speakers from the medical and legislative communities.
2. Library materials expanded and cataloging kept up-to-date.
3. Clipping files expanded.
4. Monthly meetings for parents of individuals with special needs.
5. Staff member and volunteer attended two meetings sponsored by UCP of Indiana on services and needs of individuals with cerebral palsy. Staff member attended two-day workshop - sponsored by UCP of Indiana, The UCPA Midwest District Governmental Activities Workshop.
6. Staff member attended two-day workshop - 1st annual meeting on school transportation, sponsored by Indiana Division of Special Education.
7. Staff member attended Childhood Mental Health Meeting of Marion County Mental Health Association.
8. Director became board member of Tri-County Mental Health Association charged with the planning and development of a comprehensive mental health center for Hamilton, Boone and part of Marion Counties.
9. Helped coordinate and hosted meetings of Council on the Arts and the Handicapped.
10. Attended COVOH area meeting on Citizens Handbook.
11. Attended Annual meeting of Community Service Council.
12. Attended two meetings of Community Based Residential Facilities Council.
13. Attended COVOH AND CRC sponsored workshop on Section 504, planned 504 activities for PIRC.
14. Attended Conference at Madison, Wisconsin, to organize National Alliance for the Mentally Ill (NAMI).
15. Coordinated and hosted two meetings of Indiana parents in process of forming an Indiana chapter of NAMI.
16. Served on panel of parents for Grand Rounds for Riley Hospital/Veteran's Hospital.
17. Assisted in identifying parents to testify before the Indiana Legislative Interim Study Committee on State Services to the Handicapped.
18. Hosted and lectured IUPUI graduate class on Rehabilitation Psychology.
19. Attended Indiana Interim Study Committee on Community Comprehensive Mental Health and Mental Retardation Centers.

20. Hosted meetings of PIRC, Inc., and assisted with planning of national conference of parents of the handicapped to be held in 1980.

PARENT INFORMATION CENTER

Contract #310-1-76-BH-03, Modification #5

FINANCIAL STATEMENT FOR FY 78-79 (November 1, 1978 - October 30, 1979)

DISBURSEMENTS

	ACTUAL SPENT FOR FY 78-79	BUDGETED FOR FY 78-79	DOLLARS LEFT
Exeuctive Director	14893 73	16200 00	1306 27
Office Manager	9249 24	10090 00	840 76
Info. Specialist	4647 21	5609 02	961 81
Info. Specialist	3677 13	4110 00	432 87
Coord. Of Volunt.	6130 98	6130 98	-0-
Exec. Secretary	5380 98	5870 00	489 02
TOTAL SALARIES	43979 27	48010 00	4030 73
FICA & Benefits	3488 75	5000 00	1511 25
TOTAL SALARIES/BENEFITS	47468 02	53010 00	5541 98
Rent, Utilities	2929 00	5340 00	2411 00
Copy Machine	278 00	300 00	22 00
Office Furn/Equip	556 00	560 00	4 00
Telephone	2469 05	2600 00	130 95
Supplies	1577 82	2000 00	422 18
Printing	2296 84	3000 00	703 16
Postage	785 16	1000 00	214 84
Insurance	365 00	400 00	35 00
Literature	439 52	600 00	160 48
TOTAL MATERIALS	11596 39	15800 00	4103 61
Professional Fees	357 85	1200 00	842 15
Travel	2570 66	3000 00	429 34
Consumer Conference	1242 85	1500 00	257 15
Handi. Assist.	1036 40	1200 00	163 60
TOTAL	5207 76	6900 00	1692 24
PIC/SO.BEND TOTAL	63744 09	75710 00	11337 83
INDIANAPOLIS BRANCH	13526 24	18985 00	5458 76
INDIANAPOLIS/SOUTH BEND TOTAL	77898 41	94695 00	* 16796 59

*We have applied for a no-cost extension for these monies.

PARENT INFORMATION CENTER

Contract #310-1-76-BH-03, Modification #5

FINANCIAL STATEMENT FOR FY 78-79 (November 1, 1978 - October 30, 1979)

RECEIPTS

	BEH Contract
*TOTAL BEH Contract 310-1-76-BH-03 Modification #5	94695 00
Money rec'd from Voucher #'s 6,7,8	78212 10
Total Disbursements	77898 41
*End FY 78-79 BALANCE	313 69

* We have applied for a no-cost extension for the unused monies.

CALL SUMMARY AND SUMMARY OF INFORMATION SENT

YEAR END REPORT 1979

Requests for assistance received during this year . They are as follows:

561 calls from South Bend, IN.
87 calls from Mishawaka, IN.
26 calls from Penn-Harris-Madison, IN.
44 calls from other St. Joseph Co.
121 calls other areas of IN.
61 calls other states
35 calls from Elkhart, IN.
15 calls from J.E.S.S.E.
90 not recorded

367 calls from parents
62 calls from teachers
220 calls from professionals
109 calls from agencies
66 calls from business
24 calls from parent groups
54 calls from volunteers
120 calls from other than above

Help requested concerning these disabilities:

5 autism
5 blind
7 emotionally disturbed
100 learning disabilities
84 mentally retarded
55 physically handicapped
10 cerebral palsy
8 hearing impaired
5 educable mentally handicapped
5 trainable mentally handicapped
758 on general information

4388 pieces of information sent out(Examples of information sent include: P.L. 94-142, Sec.504, Rule S-1, various rights and laws, information on various disabilities, services offered in Indiana, etc.)

TRAINING MANUAL
FOR
PARENT REPRESENTATIVE PROGRAM

Prepared by:

Parent Information Center
A subsidiary of the Task
Force on Education for the
Handicapped
812 East Jefferson Boulevard
South Bend, Indiana 46617
(234-7101)

TABLE OF CONTENTS

	Page
PRE- AND POST- TEST	i
GLOSSARY OF TERMS	ii
DEFINITIONS OF HANDICAPPING CONDITIONS	iv
INTRODUCTION	1
EVALUATION	4
THE CASE CONFERENCE	7
THE I.E.P. (Individualized Education Program)	9
ANNUAL CASE REVIEW	13
WHAT TO DO IF YOU DISAGREE WITH THE SCHOOL PLACEMENT	14
CONCLUSION	17
PRE- AND POST- TEST ANSWERS	18
Resources Used in Preparation of this Manual	19

PREFACE

Parents are part of a team making important decisions about their child's education -- they can and should be involved in every step of the decision making process. We are equal members of the team, with our unique on-the-job training; we know our children best.

The more information we have about "the process," the more comfortably we can deal with school officials in making decisions, being sure that differences are resolved, and assuring our children their free appropriate education.

With this in mind, this manual has been designed to help in providing some of the information needed to make parents more comfortable in "cutting through the red tape" and understanding "the system."

If at any time you have questions, you might contact our office:

Parent Information Center
812 East Jefferson Boulevard
South Bend, Indiana 46617
Phone: (219) 234-7101

or:

Division of Special Education
Department of Public Instruction
Room 229, State House
Indianapolis, Indiana 46204
Phone: (317) 927-0216

or:

your local Director of Special Education

PRE- AND POST- TEST

1. Your child cannot be evaluated on the basis of any single test, incident, or discussion. True or False?

2. Persons suspected of being handicapped may be placed in a special education classroom for diagnostic purposes prior to the "case conference." True or False?

3. Children with the same handicap need the same educational program. True or False?

4. There are no specific guidelines for periodic reviews of a child's IEP (individual education program). True or False?

5. The Hearing Officer in a due process hearing is usually the Superintendent of the school district in which the child is located. True or False?

6. During the Evaluation/IEP/Hearing process the child remains in his or her current education program. True or False?

7. Parents and the respective school officials may bring anyone they wish to the case conference. True or False?

8. According to "least restrictive environment," to the maximum extent appropriate, a child must be educated with children who are not handicapped. True or False?

9. Put the following steps in their chronological order:

   (a) Determination as to whether a child will receive special education services.
   (b) Requesting an evaluation of a child.
   (c) Outlining the general and specific education programs and services needed by the child based on the evaluation data provided.

10. Match the persons responsible for each of the following components of the special education delivery system. A person may be listed under more than one component.

I Evaluation	(a) Superintendent (or designee)
II IEP team (recommending programs and services)	(b) Parent(s)
III Placement	(c) School Psychologist
IV Writing performance objectives	(d) School Administrator
	(e) Physician
	(f) Instructional Personnel
	(g) Other Medical Specialists (eg. audiologist, speech therapist)

GLOSSARY OF TERMS

SPECIAL EDUCATION is specially designed instruction, provided at no cost to parent or guardians, to meet the unique needs of a handicapped child.

PUBLIC LAW 94-142, the Education for All Handicapped Children Act, enacted in 1975, is a comprehensive federal law ensuring that every handicapped child (including the most severely disabled) receives a free appropriate public education.

SECTION 504 of the Rehabilitation Act of 1973, is a general civil rights law also applying to educational services. It forbids discrimination in any way against handicapped people by any agency or organization receiving federal funds. Non-compliance can mean the possible loss of federal funding.

RULE S-1 is a compilation of the rules, regulations and policies adopted and promulgated by the Commission on General Education of the Indiana State Board of Education. It outlines the various types of educational programs which Indiana is obligated to institute as mandated by law and the rights and protections afforded to parents.

STATE PLAN. In order to receive funds (under Part B of PL 94-142) for any fiscal year, a state education agency must submit an annual program plan for approval to the federal government. The state education agency should provide note of public hearings on the annual program plan and the plan must be made public after its approval.

LEA APPLICATION. Annually, each local educational agency must submit an application to the State educational agency before receiving federal funds. These applications are open to review and comment by the public. Parents should feel free to request a copy of the LEA application from their local school corporation in order to review and comment upon it.

LEAST RESTRICTIVE ENVIRONMENT is the term used in PL 94-142 to indicate that handicapped children, to the maximum extent appropriate, be educated with children who are not handicapped.

HANDICAPPED CHILD. A child considered for special education programming may be described as:

Communication Handicapped
Seriously Emotionally Handicapped
Hearing Impaired
Multiply Handicapped
Mentally Handicapped
- Mildly Mentally Handicapped
- Moderately Mentally Handicapped
- Severely/Profoundly Mentally Handicapped

HANDICAPPED CHILD (CONTINUED)

Physically Handicapped
Learning Disabled
Visually Handicapped
Other Health Impaired
(Other disabilities might be considered in determining the need for special education if it limits the child's performance.)

All children ages 6-18 are now entitled to a free appropriate public education. If a school provides education to non-handicapped students under age 6 or over age 18, they are required by PL 94-142 to "make a free appropriate public education available to at least a proportionate number of handicapped children of the same age." (According to PL 94-142 all children ages 3-21 are to be provided a free appropriate public education unless contrary to state law or practice. See the Rules and Regulations for PL 94-142, 121a.300, p. 42488.)

DEFINITIONS OF HANDICAPPING CONDITIONS

Handicapped children are identified in the Education for All Handicapped Children Act (PL 94-142) as being: "mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health impaired." Also included are children "having specific learning disabilities who because of those impairments need special education and related services."

The following definitions can be located in Section 121a.5 of the regulations published August 23, 1977 in the FEDERAL REGISTER.

Deaf means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Deaf-blind means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

Hard of hearing means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

Mentally retarded means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Multihandicapped means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

Orthopedically impaired means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

HANDICAPPING CONDITIONS (CONTINUED)

Other health impaired means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

Seriously emotionally disturbed is defined as follows:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression; or

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

HANDICAPPING CONDITIONS (CONTINUED)

Speech impaired means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

Visually handicapped means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

INTRODUCTION

What is a Parent Representative?

Pointers for Parents and Parent Representatives

A parent reprsentative is a person who is willing to assist parents in working with school officials to make decisions most appropriate to each child's educational needs in order to maximize his/her potential.

New laws have recognized that parents can contribute valuable knowledge regarding their children's needs from close experience that is uniquely theirs. Parents have the right (and the obligation) to participate fully in decisions affecting their child's program.

A parent representative may be asked to assist a parent throughout the entire procedure of finding the appropriate school placement and educational services for a handicapped child. In order to be the most helpful, he/she should maintain contact with the parent even after placement has been agreed upon and assist the parent in monitoring the child's progress through parent-teacher conferences.

THE ULTIMATE GOAL IS TO MAKE THE PARENT HIS/HER OWN REPRESENTATIVE.

The major obligations of the parent representative are:

1. TO BECOME FAMILIAR WITH THE LAWS AND REGULATIONS AFFECTING EDUCATION OF THE HANDICAPPED.

   The information included in this manual will give a broad overview of the rights afforded to parents in obtaining free appropriate public education for handicapped children. It is in no way intended to be complete, however, and you may find it necessary to refer to the laws and regulations for specific information. (Refer to Indiana's Rule S-1 and the rules and regulations governing the implementation of PL 94-142.)

2. TO LEARN ABOUT THE CHILD IN ORDER TO REPRESENT HIS/HER BEST INTERESTS. It is advisable for anyone who may be assisting parents during and/or providing support prior to the planning of special education programming to become personally acquainted with the parents and the child. The child should be observed in a variety of situations (at home, in school) in order to become aware of his/her skills, learning style, behavior, socialization.

3. TO DISCUSS THE CHILD'S NEEDS WITH THE PARENTS. Determine what the parent sees as desirable in planning the child's educational program. In some cases, there may be disagreement between the parents and the parent representative as to what is in the child's best interest. If, after discussion, a

INTRODUCTION (CONTINUED)

common goal cannot be reached, the representative should not represent or assist the parent in discussions with school personnel.

4. TO ATTEND ANY MEETINGS BETWEEN SCHOOL OFFICIALS AND THE PARENT IF REQUESTED TO DO SO BY THE PARENT. This might include meetings to (1) plan an evaluation , (2) develop an individualized education program, (3) monitor the child's progress, (4) review the individualized education program.

BEFORE MEETINGS TO PLAN SCHOOL PLACEMENT, it is important for the parent representative to review the following with the parent:

* 1. The child's school records.

2. Results of testing (psychological or achievement) done by the school or outside agencies.

3. Recommendations made as a result of testing.

4. Progress reports that have been written by teachers and other staff that has worked with the child in current or previous programs.

5. Relevant communications from those who have worked or are currently working with the child.

6. Copies of letters to and from school officials regarding the child's program.

* SCHOOL RECORDS. Parents are entitled, by law, to have access to their child's school records:

a. The parent should make an appointment with the principal to review the child's records.

b. The parent is entitled to request that false or misleading information be removed from the record.

c. The parent has a right to copies of anything in the child's records. (There may be a nominal charge for this.)

IT IS IMPORTANT TO KEEP WRITTEN RECORDS: Parents should keep a file of all written communications with school officials regarding the child. If communication is oral (by phone or in person) they should record the dates and topics of all conversations or meetings. An ongoing list including parents' observations of their child's behavior, strengths and weaknesses would also be helpful at the time decisions are made.

IT IS IMPORTANT TO REMEMBER TO BE POSITIVE WHEN APPROPRIATE. People often criticize when things are not going well, yet neglect to offer positive statements when good progress is being made. If a professional has done a good job, let him/her know it. Be certain to inform his/her immediate supervisors also.

EVALUATION

I. REFERRAL FOR EVALUATION

A. Anyone (parent, teacher, school official) may request that a child be referred for an evaluation by requesting a "referral for evaluation form" from the school principal or school superintendent. Requests should be in writing and dated.

B. After the referral for evaluation form is completed, the school has a personal interview with the parent(s).

1. The school informs the parent:

(a) what testing is planned and what information will be gathered for the evaluation,
(b) when the evaluation will take place,
(c) the rights of the parents,
(d) that a "case conference" will be held within forty (40) school days of the date on the referral for evaluation.

2. Parental Consent

(a) if the parent(s) consent in writing, then the school proceeds with the evaluation plan,
(b) if the parent(s)' consent is not given,

(i) parent indicates in writing why he/she refuses consent,
(ii) the parent may request a hearing if he/she objects to the planned evaluation,
(iii) the school has the right to request a hearing.

II. EVALUATION

A. A full evaluation is required before the decision can be made regarding whether or not a child is placed in a special education program.

B. The child cannot be evaluated on the basis of any single test, incident, or discussion.

> NOTE: The child stays where he/she is currently placed during the evaluation procedures.

C. The evaluation should be based upon all of the following:

1. A battery of diagnostic tests. (Parents should ask what tests are being used, why, what information the tests can provide and how the information can help in planning special education services.)

EVALUATION (CONTINUED)

2. Extensive talks with the parent(s) and teachers about the child's performance and development in and out of school. Parents should be sure to provide information about the child's abilities demonstrated in the home.

3. Observation of the child in school and in play situations.

4. A medical examination (by the family physician or doctor most familiar with the child).

5. If appropriate, diagnostic data could be gathered by audiologists, occupational and physical therapists, speech-language therapists, etc.

D. Who participates in the evaluation? The team may be composed of:

1. Parents

2. The child's current teacher

3. Special education teacher

4. School psychologist

5. School administrator

6. Others familiar with the child. (This might include a doctor familiar with the child's medical history, other medical specialists and anyone familiar with the child who may provide relevant information.)

Testing should not discriminate. For example, a test must be given in the child's primary language; or - if a child is hearing impaired, this should be taken into consideration in determining the mode of testing. In general, all testing must take the child's handicap into consideration in order to render a fair picture of the child's ability. Proper evaluation is extremely important because it will help the "Case Conference Committee" in writing the IEP (Individualized Education Program).

REMEMBER, TESTS ONLY HELP TO PREDICT A CHILD'S LEVEL OF LEARNING SUCCESS AND ARE ONLY ONE PART OF A COMPLETE EVALUATION.

INDEPENDENT EVALUATIONS The findings in the school's evaluation may be questioned and challenged by having an independent evaluation conducted.

Independent Evaluations (Continued)

A. The parent may obtain an independent educational evaluation at his/her own expense.

B. The school must provide names of other professionals in the community if the parent(s) wish to have the child re-evaluated. (Other agencies and organizations should also be consulted to find an appropriate examiner.) The persons conducting the evaluation should be at least as qualified as the individuals participating in the original evaluation. The ultimate choice in who will perform the independent evaluation is up to the parent.

C. The parent may request that an independent educational evaluation be conducted at the school's expense. However, if the school challenges the request for an independent evaluation by requesting a hearing and if the hearing backs up the school's initial evaluation, then the parent must bear the cost.

D. If an independent educational evaluation is required by a hearing officer as part of a hearing, it is obtained at public expense.

E. Any information obtained through the independent evaluation may be used in determining the appropriate program for the child.

NOTE: AN EDUCATIONAL EVALUATION FOR A HANDICAPPED CHILD SHOULD BE CONDUCTED AT LEAST EVERY THREE YEARS OR, MORE FREQUENTLY, IF REQUESTED BY PARENT(S) OR TEACHER(S).

SUGGESTION: Parents might wish to request the results of the evaluation (from the school psychologist or independent examiner) prior to the case conference.

THE CASE CONFERENCE

The Case Conference is a meeting that takes place after the evaluation in order to determine the most appropriate educational placement for the child. The superintendent or his designee (the Director of Special Education or building Case Conference Coordinator) will arrange for the meeting at a mutually agreeable time and place and will invite the participants, who may include the following (composing the Case Conference Committee):

1. A representative of the school(s) qualified to provide or supervise the provision of special education.
2. The child's teacher.
3. The parent(s).
4. The child, if appropriate.
5. Other specialists (speech/language pathologist, resource teacher, school nurse, psychologist, audiologists). NOTE: If this is the first time the child has been evaluated, a member of the evaluation team is required to attend.
6. Other individuals as requested by the parent(s) or the school. (The parent representative and/or other individuals as determined by the parents are entitled to attend.) It is up to the case conference coordinator to consult with the parent(s) regarding the appointment to the case conference committee of any individual(s) desired by the parent.

In general, those attending a typical case conference include: the parent, the teacher, and the building case conference coordinator. It is vitally important that all those attending have a clear picture of the child's abilities and special needs.

The Case Conference Committee is required to meet within forty (40) school days after referral for evaluation.

NOTE: THE MAJOR PURPOSE OF A CASE CONFERENCE IS TO WORK COOPERATIVELY TO FIND THE MOST APPROPRIATE EDUCATIONAL PLACEMENT FOR THE CHILD AND TO PREPARE AN INDIVIDUALIZED EDUCATION PROGRAM FOR HIM/HER. The meeting is not intended to be a confrontation but is an opportunity for parents and educators to exchange opinions and share in the planning in the best interests of the child. It should be set up as an informal situation, with opportunities for questions throughout. IF THE PARENT(S) OR PARENT REPRSENTATIVE DOES NOT UNDERSTAND ANY PART OF WHAT IS PRESENTED BY SCHOOL OFFICIALS THEY SHOULD ASK QUESTIONS. A PARENT MAY TAPE RECORD THE CASE CONFERENCE.

THE CASE CONFERENCE (CONTINUED)

A case conference report will be sent to the Superintendent or his designee within ten (10) school days of the case conference committee meeting. This report should include:

1. An individualized education program (IEP).
2. A description of each evaluation procedure, test, record, or report used as a basis for the program.
3. Dissenting opinions, if any.
4. A description of the placement proposal.

It is the responsibility of the Superintendent or his designee to make the final decision on placement. The parents are then notified in writing within ten (10) school days following the Superintendent's receipt of the Case Conference Report. The letter from the Superintendent includes the Superintendent's decision regarding the child's placement; a listing of the rights of the parents and the child; a request for written consent for placement if special education is recommended:

1. If the parent's written consent for the proposed placement is obtained, the placement is implemented within twenty (20) school days of the date of the notice from the superintendent.
2. If the parents disagree with the proposed placement, they have the right to challenge it. (See the section: "What To Do If You Disagree With The School Placement Decision.")

The role of a parent representative prior to and during a Case Conference is basically to offer support to the parent(s). Many parents have not yet attended a case conference and are uneasy about it. Some parents need to be convinced that they have a unique understanding of the child and a point of view that must be heard. You might wish to review what is likely to go on at the meeting with the parent(s), review what kinds of things the child is ready to learn (which are of priority to the parents). It is advisable for a parent representative who is attending a case conference to indicate his/her role as support to the parent and to request that he/she be able to ask questions on the parent's behalf as the meeting progresses. In some cases, the parent representative might do nothing more than be there. That, in itself, is sufficient support for some parents. In other cases, the parent representative may be likely to do a great deal toward presenting the parent's point of view.

> SUGGESTION: When attending any conference with school personnel, including a regularly scheduled parent-teacher conference, it is advisable to write down your questions, and any information that you wish to share, in advance.

THE I.E.P.

(Individualized Education Program)

The I.E.P. is a written statement of the educational services which are to be provided to a handicapped child and is determined jointly at a Case Conference by parents and school officials. The I.E.P. states the specific program and the related services that will be provided to the handicapped child to meet his/her unique needs.

The I.E.P. includes the following:

1. A DESCRIPTION OF THE CHILD'S PRESENT LEVEL OF PERFORMANCE, such as:

   a. Academic (writing skills, reading skills, speech skills, vocational skills...)

   b. Physical (muscle coordination, general physical condition...)

   c. Self-help skills (grooming, toileting, eating...)

   d. Behavior (attention span, attention-getting behaviors, social interaction - positive and negative...)

2. A STATEMENT OF ANNUAL GOALS, INCLUDING SHORT TERM OBJECTIVES.

   The objectives should be specific, for example:

   - to work on identification of each letter of the alphabet
   - to work on recognizing colors by matching
   - to be able to increase participation in group activities such as playing in playground games
   - to learn money concepts
   - to decrease his/her need for individual attention during seat-work activities, such as completing one work sheet without assistance
   - to be able to drink from a cup without assistance

THE I.E.P. (CONTINUED)

3. A STATEMENT OF THE SPECIFIC SPECIAL EDUCATION AND RELATED SERVICES TO BE PROVIDED

a. The program developed should build on the child's strengths, cope with his/her difficulties and be specifically designed to meet the annual goals and short-term objectives.

b. "Related services" are defined in PL 94-142 as: "...transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation and medical andcounseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapped conditions in children."

4. A STATEMENT OF THE EXTENT TO WHICH THE CHILD WILL PARTICIPATE IN THE REGULAR SCHOOL PROGRAM (To what extent will he/she be with non-handicapped children?)

PL 94-142 states that "...to the maximum extent appropriate, handicapped children...are educated with children who are not handicapped and... special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." This concept is referred to as educating handicapped children in THE LEAST RESTRICTIVE ENVIRONMENT.

This concept does not mean that every handicapped child belongs in a regular class. However, it does mean that even if the handicapped child's educational needs would best be served by a separate class, that class should be located in a regular school building with every possible opportunity to join his peers in other school activities. Placement in separate buildings should occur only in circumstances when the services provided are so specialized that they could not take place in a regular school building.

THE I.E.P. (CONTINUED)

Possible educational settings for handicapped children from least restrictive to most restrictive are:

...Regular class placement;
...Regular class placement with additional or special equipment;
...Regular class placement with related services;
...Regular class placement with special education (i.e. separate resource room instruction) and related services;
...Part-time regular class instruction and part-time special class instruction in a regular school facility;
...Full-time special education class in a regular school facility;
...Full-time special education class in a separate facility;
...Home-bound or hospital instruction;
...Instruction in a residential facility.

5. THE PROJECTED DATES FOR INITIATION OF SERVICES AND THE ANTICIPATED DURATION OF THE SERVICES.

6. THE EVALUATION PROCEDURES AND SCHEDULES FOR DETERMINING, ON AT LEAST AN ANNUAL BASIS; WHETHER THE INSTRUCTIONAL OBJECTIVES ARE BEING ACHIEVED.

The I.E.P. should state that the child's program will be reviewd at an ANNUAL CASE REVIEW (see the following section) and at specified regular intervals during the school year.

IMPORTANT POINTS TO REMEMBER REGARDING THE I.E.P.

1. Be certain that everything the child needs be in writing. (If he/she needs special transportation, it should be stated; if he/she should use a tape recorder as a learning aid, it should be stated; if speech therapy is required three times per week, it should be stated...)

2. Be certain that the I.E.P. is specific to the child's needs. THE PROGRAM SHOULD FIT THE CHILD, NOT VICE VERSA.

3. The parent is entitled to a copy of the I.E.P. If it is not given automatically, the parent(s) should request it.

4. The parent(s) is not required to sign the permit for placement if there is disagreement as to the appropriate program. (See section on WHAT TO DO IF YOU DISAGREE WITH SCHOOL PLACEMENT.

THE I.E.P. (CONTINUED)

ALTERNATIVE PLACEMENTS

If it is determined by the Case Conference Committee that the child's educational needs cannot be met through a public school special education program, the school district must provide an alternate placement - in a state operated facility or in a private school. Public funds will pay if it is appropriate and in the least restrictive environment. (For specific information on this, see the Rules and Regulations for PL 94-142, Section 121a.347, p. 42491.)

CLASS SIZE AND CASE LOAD

Indiana's Rule S-1 does not specifically state the maximum class size or case load for instructional personnel. It does state, however, that "class sizes and case loads shall be limited in number to allow the teacher to meet the individual needs of each child enrolled as specified in the child's individualized education program." Parents should be certain that the child's individual needs are being met.

ANNUAL CASE REVIEW

An annual case review conference is conducted for each child receiving special education services. The purpose of the conference is to review the child's I.E.P., to update it, and to revise it, if necessary. Those attending may include: the parent, the teacher, the principal or building case-conference coordinator, therapists, and others at the parent's discretion.

The written report from the Annual Case Review will indicate:

1. The child's present level;
2. Specific objectives for the coming year (in order of priority);
3. Related services, special equipment; mainstream activities;
4. Method of evaluation for the coming year;
5. A summary of the child's total program with a statement of annual goals.

> NOTE: As in the development of the original I.E.P., this report is prepared jointly by parent(s) and school personnel.

Parents should not wait for the Annual Case Review to determine whether a given program is appropriate. REGULAR COMMUNICATION IS VITAL and can lead to parents and teachers becoming effective partners in achieving the best possible program. Parents might reinforce activities or skill acquisition that has taken place at school and vice-versa.

> NOTE: A case conference to revise the child's I.E.P. may be called by the parent or the school at any time during the school year. It need not wait until the end of the year.

WHAT TO DO IF YOU DISAGREE WITH THE SCHOOL PLACEMENT

Parents have the right to challenge the decisions made by school officials if:

1. They disagree with the evaluation.
2. They disagree with the IEP.
3. The services being offered are not what was expected.
4. The services agreed upon have not been provided.
5. The child is making no progress in the program in which he/she has been placed.

> IT IS BEST TO FIRST TRY TO RESOLVE DIFFERENCES IN DISCUSSIONS WITH LOCAL SCHOOL OFFICIALS - the teacher, principal, special education director. Often, differences can be resolved through reasonable discussion before they become major problems. Parents should keep records of these discussions. Another case conference may be called before resorting to any of the following courses of action.

If these discussions fail, the following courses of action are available under the law:

A. THE COMPLAINT PROCEDURE UNDER RULE S-1

B. THE DUE PROCESS HEARING

C. ADMINISTRATIVE APPEAL (REVIEW)

C. A LAWSUIT

A. COMPLAINT PROCEDURE (Rule S-1, Section VII, p. 56)

- The Division of Special Education designates specific individuals, employed by the Division, who are responsible for investiating complaints by agencies, organizations, or individuals.
- The complaint should be in writing and should specify the area(s) to be investigated.
- The written response to the complaint is to be made within forty (40) school days of the initiation of the complaint.
- The response is binding and the parties have thirty (30) school days from the receipt of the response to achieve compliance.

- If compliance is not achieved, state and federal funds will be withheld.

- The response to the complaint may be appealed.

B. THE DUE PROCESS HEARING (see Rule S-1, Section III, Part C, pp. 24-26; PL 94-142 Regulations 121a.506-121.1.509, pp. 42495-42496)

- If a parent wishes to request a due process hearing, he/she should put the request in writing to the superintendent of the local school corporation with copies to the State Director of Special Education and the local school corporation's Director of Special Education. The request should specifically state the reasons for requesting the hearing (eg., the parent(s) and school cannot agree on the IEP, services to be provided have not begun...).

- The hearing should be conducted within twenty (20) school days of the time the request is sent.

- The hearing is conducted by an independent hearing officer who shall be totally impartial and cannot be employed by the school district or any other agency responsible for educating the child.

- The hearing is conducted at a time and place reasonably convenient to the parent(s).

- The hearing officer renders a written decision within fifteen (15) school days following the hearing. A copy of this decision is sent to the parents(s).

- Unless mutually agreed upon otherwise by parent(s) and school, the child remains in his/her present placement during the hearing process. If the complaint involves initial admission, the child may be placed in the public school program with the parent's consent.

The parents have the following rights at a hearing:

1. To be accompanied by anyone who can help represent the best interests of parent(s) and child (parent representative, special education professional, attorney, independent evaluator...).

2. To present information to support their position regarding the needs of the child.

3. To ask questions of any school officials, whose attendance the parent is entitled to request.

WHAT TO DO IF YOU DISAGREE WITH PLACEMENT (CONTINUED)

4. To prevent the introduction of any evidence that has not been made available at least five (5) days before the hearing.

5. To open the hearing to the public.

6. To have the child present, if appropriate.

7. To obtain a written record or a tape of the hearing.

> The written decision of the hearing officer is final and should be implemented within twenty (20) school days following the date on the written decision.

It is vitally important for parents to be fully prepared for the hearing. Have all written records in order, including records of verbal communication as mentioned in the Introduction. Clarify the main issues in your mind, having evidence to support your views. Be certain that all evidence has been made available at least five (5) days before the hearing.

If parent(s) or school disagree with the decision of the hearing officer, appeal (review) may be sought.

C. ADMINISTRATIVE APPEAL (REVIEW) (Rule S-1, Section III, Part H, pp. 26-28; PL 94-142 Regulations 121a.510, p. 42496)

- An appeal is a request to the State Department of Education to review the hearing process.

- The request for review shall be in writing and shall clearly state the objections to the decision of the hearing officer.

- Either parent(s) or school may reply, in writing, to the State Department of Education, within ten (10) days of the date of request for review, to state the reasons for their opposing view.

The decision of the State Department of Education is final but may be challenged through a lawsuit.

D. LAWSUIT

Any party not agreeing with the decision of the review, may appeal the decision to a civil court at the experse of the party bringing suit.

CONCLUSION

It is important to be well informed about the laws governing the education of handicapped children. With this knowledge and the familiarity with the local school corporation, it is easier for parents to feel comfortable in dealing with school officials to plan the most appropriate education program for the child. Remember, parents are equal members of the team working in the best interests of the child.

It is equally important for parents to join one another in efforts to work with schools. Experienced parents can help other parents and efforts to bring about improvement can become far more effective if parents band together.

MOST IMPORTANT, IT IS ESSENTIAL TO REMEMBER THAT:

> "...no matter how important every educational service provided to (the) child may be, he is a young, responsive, growing individual, with human needs to laugh, play, make friends - not a composite of diagnosed needs. The brightness of social success means as much as academic progress... This side of life can be overlooked in conscientious efforts to improve learning skills. (The) handicapped child is a person - and the purpose of all these efforts is to help him use his own strengths to become the most fulfilled person he can be. That's why it's so important to give each (handicapped child) as much chance as possible to join the mainstream and to be part of the fun activities of school."*

* Know Your Rights!....A Special Issue of Report from Closer Look, National Information Center for the Handicapped, A Project of the U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Education for the Handicapped, Washington, D.C. (Fall, 1977)

PRE- AND POST- TEST ANSWERS

1. True

2. False. If both the parents and school officials agree, a child may be placed temporarily in a special education classroom during the evaluation process but not for diagnostic purposes.

3. False. All children with the same handicap do not need the same educational program. The IEP must be specific to the individual child's needs.

4. False. You may request a review or revision of the IEP at any time, but it must be reviewed at least once a year.

5. False. The Hearing Officer must be totally impartial. He or she cannot work for the school district responsible for educating the child in question.

6. True

7. True

8. True

9. b, a, c

10. I - b, c, d, e, f, g

    II - b, c, d, f. A physician and other specialists may also be included or members of the IEP team. The school psychologist is required to be present at the case conference if the child has been evaluated for placement for the first time.

    III - a

    IV - b, f

Resources Used in Preparation of this Manual

Implementation of Part B of the Education of the Handicapped Act (Rules and Regulations of Part Bo of PL 94-142), Federal Register, August 23, 1977.

Rule S-1, Division of Special Education, Department of Public Instruction, State of Indiana.

Handicapped Persons, Rights Under Federal Law (Sec. 504 of the Rehabilitation Act of 1973 Fact Sheet), Department of Health, Education, and Welfare, Washington, D.C.

Handbook for Surrogate Parents, Division of Special Education, Indiana Department of Public Instruction, 1978.

94-142 and 504: Numbers that Add Up To Educational Rights for Handicapped Children; A Guide for Parents and Advocates, Children's Defense Fund, Washington, D.C.

Report from Closer Look, Fall, 1977. (Know Your Rights!...A Special Issue), National Information Center for the Handicapped, Washington, D.C.

The EPPC and the Role of the Parent Representative - A Training Module, Michigan Association for Retarded Citizens, Lansing, Michigan.

Special Education for Special Children, Department of Public Instruction, Indianapolis, Indiana.

Amicus, Special Report (PL 94-142 from the Advocacy Perspective), July, 1977, National Center for Law and the Handicapped, South Bend, Indiana.

Klein, Stanley D., Ph.D., Psychological Testing of Children: A Consumers's Guide, Exceptional Parent Press, Boston, Massachusetts.

The Educational Rights of Handicapped Children, A Parent's Guide, Specialized Educational Services Department, State Board of Education, Illinois Office of Education in cooperation with the Coordinating Council for Handicapped Children, Chicago.

Public School and the Special Child, Mental Health Association in Indiana.

Resources (Continued)

Draft of A Parent-Citizen Handbook, Indiana Department of Public Instruction, Division of Special Education and the Council of Volunteers and Organizations for the Handicapped in Indiana (COVOH).

Is Your Child Handicapped? Parent-to-Parent Advice on What to Do, Office of the Associate Superintendent for Continuum Education, Montgomery County Public Schools, Maryland.

Special Education Placement: Issue and Alternatives. A Decision Systems Module Script for Simulated Confrontations, Special Education Program, University of Connecticut, Storrs, Connecticut (Published by The Council for Exceptional Children, 1975).

October 10, 1979

Mrs. Sally Hamburg, Executive Director
Task Force on Education for the Handicapped
812 East Jefferson Boulevard
South Bend, Indiana 46617

Dear Mrs. Hamburg:

I would like to recognize the assistance of the staff at the Parent Information Center in training and supervising two St. Mary's College students. Two practicum students, Julie George, 1978-1979. and Joan Miltenberger, 1979-1980. have received training in the area of educational rights of the handicapped and their parents. Through the efforts of your staff, these students have learned how child advocacy groups can get organized and how parents can effectively obtain adequate services for their children.

With the practicum supervision Julie and Joan have also contributed to the work of the Parent Information Center. Julie helped develop materials for the Parent Training Manual, and gathered information on the purpose and validity of tests for the mentally handicapped. Joan is presently learning to assist in parent training programs.

The practicum has been a valuable experience for both students. Thank you for your involvement in training.

Sincerely yours,

Richard Leavy

Richard Leavy, Ph.D.
Assistant Professor of Psychology
St. Mary's College
Notre Dame, Indiana

RL:j

Council for the Retarded of St. Joseph County, Inc.

Logan Center, P. O. Box 1049, 1235 North Eddy Street
South Bend, Indiana 46624 Telephone (219) 289-4831

August 3, 1979

Dr. Bernadette Merluzzi
Executive Director
Parent Information Center
812 East Jefferson Boulevard
South Bend, Indiana 46617

Dear Bernadette:

As we end the Summer Program here at Home Start, we are anticipating our move back to Logan Center. Much of our success here at St. Patrick's has in a large measure been a result of our efforts to work with community agencies to provide immediate help, information and direction to parents of handicapped children. We will want to continue that cooperation with the Parent Information Center during the next school year.

As we relocate in Logan Center we willagain need your help. The information available at P.I.C. has been a starting point for new Council for the Retarded staff in their orientation. We as well look to you to provide information to new parents referred to our program. The in-service training series you provided for our staff and parents during Case Conferences was an excellent opportunity for everyone to be fully informed of their rights under P.L. 94-142.

Basic to all of our plans for next year is the assumption that Home Start must have interaction with P.I.C. and other community agences to provide comprehensive services needed by parents of handicapped children.

Sincerely,

Cheryl Moeller

Cheryl Moeller, Director
Home Start
Council for the Retarded of
St. Joseph County, Inc.

CM:jr

Executive Director
Daniel R. Harshman

Logan Center
1235 North Eddy Street
P. O. Box 1049
South Bend, Indiana 46624
Telephone: 289-4831

Logan Industries
P. O. Box 1049
1305 South High Street
South Bend, Indiana 46624
Telephone: 289-4883

Home Start
P. O. Box 1049
309 South Scott Street
South Bend, Indiana 46624
Telephone: 289-4871

BOARD OF DIRECTORS

President
Richard Carey

Vice President
John A. Burgess

Vice President
Erwin A. Deida

Vice President
Thomas E. Foley

Vice President
Marilyn Palmer

Secretary
Barbara Cl[illegible]

Treasurer
Arthur R. Fishaven

Vittoria Bolce, Ph.D.
Marilyn Casper
Kenneth L. Cummings, M.D.
Walt Donaldson
Eugene Feinberg
William Frasch
Richard E. Gamble
James V. Gibbons
Betty Harrell
Joanna Hicks
Erwin J. Kaczkowski
Roland W. Kelly
Charles F. Lemmer, Jr.
Pam Matz
Bernadette Merluzzi, Ph.D.
Jan P. Reineke, M.D.
Carol A. Tate

Director Emeritus
Marion Wiseman

MEMBER

United Way
of St. Joseph County

Indiana Association for
Retarded Citizens

National Association for
Retarded Citizens

WOODLAWN CENTER

"MIGHTY OAKS FROM LITTLE ACORNS GROW"

1416 WOODLAWN AVE.
LOGANSPORT, INDIANA 46947
PHONE 753-4104

CCCMR

October 9, 1979

Mrs. Sally Hamburg, Executive Director
Parent Information Center
812 East Jefferson Boulevard
South Bend, IN 46617

Dear Sally,

Preschool is in full swing at Woodlawn Center. Many children have been enrolled and everyone is very busy.

Congratulations to you on your recent appointment as Executive Director. Good luck with your work. You certainly have my vote of confidence and support.

I plan to contact you next spring regarding a parent training workshop as we had last March. The workshop was excellent for the parents and for staff. You and Jeanne presented the material very well and related very expertly to other parents of handicapped children.

I have had positive feedback from many of the parents who attended that workshop and they have found the materials that you provided and discussed invaluable.

Presently, I have seventeen children who will be eligible for public school education in the Fall of 1980. I'm hoping that we can arrange for another workshop sponsored by the Parent Information Center for these parents next spring.

Center's such as yours are a valuable resource for those of us dealing with exceptional children. It is a resource for parents and for professionals alike. It is reassuring to know that there is a place to call when questions need to be answered or if a parent needs some extra information.

The staff and volunteers that I have met from your Center have been willing and eager to help as well as very congenial.

AN EQUAL OPPORTUNITY EMPLOYER

Thank you for your help in the past. I'm looking forward to working with you again. You've been a big help to us.

Keep up the good work!

-- Sincerely,

Diane S. Goyer

Diane S. Goyer
Director of Children Services

DSG/dm

August 10, 1979

Dear Ms. Merlozzi,

I am writing to express my appreciation to you and your staff for the services provided as I have searched for appropriate educational programs for my children. The task of finding existing programs & advocating for the formation of programs which are appropriate, quality programs can be an overwhelming, frustrating, and discouraging task for a parent with 3 multiply-handicapped children aged 7-14. It has been a "bearable" task only because of the support and help of PIC.

My special thanks goes to Mrs. Sally Hanlon who has on

numerous sessions provided information, attended case conferences and giving moral support as I dealt with the various schools my children attended.

In addition I enjoyed and benefited from the parent training program dealing with Case Conferences, I.E.P.'s and the due process system and the special Task Force Conference on Sexuality and the Handicapped and on Mainstreaming. These programs provided opportunities to gather information and to learn from professionals and other parents (which is generally quite helpful).

There are going to be more "difficulties" during the school year in the programming for

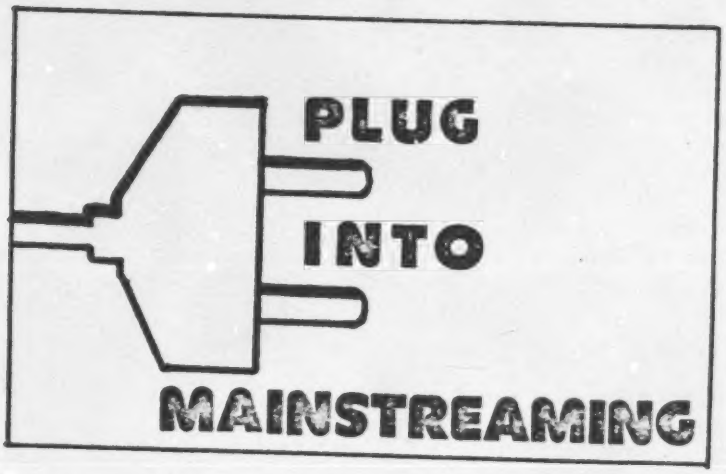
my children and I will continue to call upon your agency in their behalf.

Appreciatively Yours,
Lorraine Fisher

FOURTH ANNUAL CONFERENCE

SPONSORED BY

THE TASK FORCE ON EDUCATION FOR THE HANDICAPPED



Saturday, April 28, 1979
Clay Middle School
South Bend, Indiana

PARENT INFORMATION CENTER PIC